DOCUMENT RESUME

ED 162 072 08 CE 017 710

AUTHOR Wolff, Jurgen M.; And Others
TITLE An Audio Digest System for Communicating Career Education Information. Executive Summary. Technical Report [and Final Report].
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.
REPORT NO AIR-538-6/76-TR
PUB DATE Jun 76
GRANT G007502303
NOTE 70p.; Some appendix materials may not reproduce well because of small type; For related documents see ED 114 586 and ED 120 411

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Audiotape Recordings; *Career Education; Community Involvement; Delivery Systems; *Faculty Development; Field Studies; *Fundamental Concepts; Guided Curriculum; Handicapped Students; *Information Sources; Inservice Teacher Education; *Program Development; Program Effectiveness; Program Evaluation; Program Improvement; Sex Stereotypes; Vocational Counseling
IDENTIFIERS Education Amendments 1974

ABSTRACT

A study was conducted to develop a prototype audio digest to deliver in cassette tape format information concerning career education program design, basic concepts, and faculty training. The project focused on the following goals: increase the amount of career education information in an easily assimilated, high impact format; establish a delivery system that is national in scope; evaluate responses of a large national field test group; and explore the feasibility of continuing the digest on a subscription basis after federal support ends. Eight tapes were produced on the following subjects integral to career education: definition; community involvement; career education and guidance; sex stereotype-free programs; career education for the handicapped; curriculum infusion; evaluation; and staff development. One side of each cassette presented the most recent developments in the field, including legislation, funding information, excerpts from important speeches/interviews, and significant research/development results. The other side of each tape contained a documentary on one or two successful programs. The cassettes were field tested in 106 school districts (a stratified random sampling drawn from all fifty states). Results showed that for programs beginning career education implementation, the tapes helped establish guidelines and provided ideas that could be incorporated into the programs. For on-going programs, the tapes reinforced ideas already in effect and provided a medium for presenting career education to the community. The tapes were also found to be useful in inservice programs. (BM)

ED162072

AIR-538-6/76-TR

TECHNICAL REPORT

Grant No. G00-75-02303

AN AUDIO DIGEST SYSTEM FOR COMMUNICATING CAREER EDUCATION INFORMATION

EXECUTIVE SUMMARY

Jurgen M. Wolff
Ellen A. Stewart
Jean L. Reynolds

American Institutes for Research
Palo Alto, California

June 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The project reported herein was performed pursuant to a grant from the Office of Career Education, Office of Education, U.S. Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the sponsor, and no official endorsement by the sponsor should be inferred.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education/Office of Career Education

CE 017 710

Educators who have decision-making responsibilities in the field of career education require information about creative programs, materials, and teaching and counseling approaches. They have indicated a need for information that will help them to design specific programs, to interpret the concept of career education to others, and to facilitate faculty training. They also expect such information to be concise, lively, and accurate. In the present study, the American Institutes for Research (AIR) developed a prototype Career Education Audio Digest to deliver such information in a unique cassette tape format.

To fill this informational need, the project sought to achieve four goals:

- to increase the amount of career education information that is available to decision-makers in an easily assimilated and high-impact format;
- to establish a delivery system that is truly national in scope;
- to evaluate the responses of a large national field test group of recipients in order to continually improve the quality and responsiveness of the tapes; and
- to explore the feasibility of continuing the Digest on a subscription basis after federal support ends.

Prior to beginning tape production, information on the topic of career education was sought from a large variety of sources. Northern Illinois University maintains the ERIC Clearinghouse on Career Education; a computer search was conducted of the RIE, CIJE, and AIM/ARM subfiles of this data base. The search was limited to those entries made to the ERIC files since mid-year 1974 to focus on the most recent developments and currently operating programs in career education. Printed citations of the entries yielded by the computer search were scanned for their relevance to the potential topics under consideration for the Digest series, timeliness, and mention of specific career education projects and activities. Project staff established contacts with numerous editors of career education newsletters in school districts; federally funded regional laboratories for research and development in West Virginia, Pennsylvania, Oregon, and California; and businesses and industries around the country. As a result of these contacts, an extensive file has been developed of newsletters, program and project reports, and other printed materials on career education. AIR staff made site visits to especially noteworthy projects and attended significant conferences on career education.

Suggestions for tape topics were solicited from career education personnel who were selected early in the project to be the primary recipients of the tapes. To assist AIR staff in all phases of the project, but especially in the final selection of topics of the tapes, a national advisory panel of experts in career education was identified. These panel members reviewed each tape script before it went into production. In all, eight tapes were produced on the following subjects integral to career education:

- Tape 1: What Career Education Is
- Tape 2: Community Involvement

- Tape 3: Career Education and Guidance
- Tape 4: Building a Sex Stereotype-Free Career Education Program
- Tape 5: Career Education for the Handicapped
- Tape 6: The Infusion Confusion--Career Education and the Curriculum
- Tape 7: Career Education Evaluation
- Tape 8: Career Education Staff Development

The career education topics were treated differently on the two sides of each cassette tape. One side of each cassette presented the most recent developments in career education: new legislation, information about program support funding, excerpts from speeches or interviews with leaders in education and industry, and significant results of research and development related to the eight topics. The other side of each tape contained a 15-minute documentary on one or two successful career education programs, answering questions such as these:

- What needs led to the creation of the program?
- What are the program's specific goals and objectives?
- Whom does it serve?
- What are the main techniques and materials it employs?
- What is the originator's analysis of why the program works, and what evidence is there that it works?
- What are the key administrative and instructional decisions that must be made to institute such a program?

Listeners were able to request further information from the originators of programs documented on side two case studies and about topics presented on side one. Each tape cassette was accompanied by an Information and Analysis Sheet that provided the listener with sufficient information to request: related papers, reviews, bibliographies, program descriptions, evaluation reports, etc.

The eight tape cassettes developed during the project were field tested in 106 school districts, a stratified random sample of school districts in all 50 states. The following school districts participated in the Audio Digest project:

- the 20 largest school systems in the U.S. (including Washington, D.C.)
- 35 additional school systems with more than 10,000 students, and
- 51 school systems with less than 10,000 students.

Production, packaging, and mailing of the cassette tapes to the several participants in each of these districts was accomplished by Media One Recording of Santa Ana, California.

Formative evaluation data collected from recipients on their reactions to the format and content of the tapes and printed materials helped to make tape content responsive to their career education information needs. For this purpose, an Audio Digest Reaction Survey was designed; copies were included with each cassette tape that was mailed out to participants.

Using telephone interviews, AIR staff carried out an in-depth evaluation of the impact of the tapes on 18 participants in nine districts. Interviewees were requested to recall critical incidents that actually happened--actual behaviors rather than interviewee inferences or interpretations of such actions. Incidents included, but were not limited to, indicators of knowledge and motivation increments, or actual program or student changes influenced by the tapes.

Findings from the data collected on the Reaction Surveys showed that recipients generally found each succeeding tape to be an improvement over the previous one. Results from the in-depth evaluation showed that for programs beginning career education implementation, the tapes helped establish guidelines and provided ideas that could be incorporated into the programs. For on-going career education programs, the topics reinforced ideas already in effect and provided a medium for presenting career education to the community. In addition, the tapes were found to be useful for inservice programs.

The Audio Digest, using the medium of cassette tapes, has demonstrated its effectiveness in disseminating to a nationwide audience of educational leaders significant information on career education. The long-range question that now needs attention is whether the Audio Digest can sustain itself on a continuing basis? To answer this question, essential feasibility data, including detailed costs, will have to be collected on the resources needed to maintain the Audio Digest system (including its research, production, marketing, and dissemination components) either:

- in its 1975-76 form with updates of available tapes plus 6-10 new tapes on selected topics each year,
- in a form making it possible for small groups of subscribers to specify their information needs and have tapes tailored to those specifications, or
- in a form combining elements of these two.

For each of these options, estimates of the number of subscribers needed at certain price levels per tape and per series will have to be calculated. In addition, a major dissemination effort using such means as journal articles, items in newsletters, listings in data banks and information co-ops, etc., must be employed to make education decision makers aware of the existence and availability of the Audio Digest on a subscription basis.

A critical part of this recommended feasibility effort will be to identify the best organizations and geographic sites for maintaining each of the system's components. AIR would work closely with the Office of Career Education under USOE copyright guidelines to make final selections that would provide the best support for an on-going Career Education Audio Digest.

22
26

AIR-53800-6/76

FINAL REPORT

Grant No. G00-75-02303

AN AUDIO DIGEST SYSTEM FOR COMMUNICATING CAREER EDUCATION INFORMATION

Jurgen M. Wolff
Ellen A. Stewart
Jean L. Reynolds

American Institutes for Research
Palo Alto, California

June 1976

The research reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education/Office of Career Education

Acknowledgements

This has been a project of "involvement"; many, many people have made significant contributions to its successful completion. The project would not have been able to test its essential communications and dissemination hypotheses had it not been for the willing cooperation of the teachers, counselors, administrators and board members from the 106 participating school districts. Receiving their reactions after they had listened to each tape was vital to the development of the whole series. As important as their help was, it could not have been given had it not been for the project directors, school leaders and numerous other professionals involved in career education who volunteered hundreds of hours of interview time from which the tapes were fashioned.

For helping us chart the direction of the Digest, appraise draft materials, brainstorm themes and case study sites, and with other input to ensure that the tapes met the needs of their recipients, we are indebted to the following members of our national advisory panel:

Dr. Margaret E. Ferqueron
Mr. Junius H. George
Dr. Robert E. Jenkins
Dr. Anita M. Mitchell
Mr. Jack Sappington

We especially wish to thank Dr. Mitchell for her trenchant critiques of the draft tape scripts, always delivered to us in a timely manner despite tight deadlines we imposed on her.

The tape production work of Media One Recording--under the direction of Mr. Ray Wallick, its President--was absolutely superior. Not only were the preliminary and final drafts of the tapes produced and delivered on schedule, they always showed the touch of fine craftsmen.

Developing an Audio Digest requires a great deal of script typing in addition to tape script writing and production. For her many, many productive hours at the typewriter, we wish to thank Beverly Harlan, the project administrative assistant.

At the outset, this project required an extensive computer search for relevant documents; Pam Colby did a very commendable job of organizing this search.

Special thanks are due Dr. Brian Jones especially for the responsibility he assumed on the evaluation phase of the project,and Dr. Jack Hamilton for assisting the project director with certain administrative tasks as well as with the myriad decisions that a project director "falls heir to" making.

The value of the strong commitment of Mr. Terry Newell, our USOE project monitor, deserves special mention. It was a pleasure to work with him and to receive his sensitive and thoughtful advice.

TABLE OF CONTENTS

		Page
I.	PURPOSE AND OBJECTIVES	1
II.	AUDIO DIGEST FIELD TEST POPULATION	2
	Identification of School Districts to Participate	2
	Identification of District Representatives to Receive Audio Digest Tapes	3
	Table 1 - District Field Test Participants	4
III.	AUDIO DIGEST NEEDS ASSESSMENT	5
	Participants	5
	Advisory Panel	5
IV.	MAJOR ACTIVITIES UNDER EACH PROJECT OBJECTIVE	7
	Objective 1	
	Computer Search	7
	Requests for Printed Materials	8
	Objective 2	
	Subcontracting Organization	9
	Audio Digest Tapes	9
	Display 1 - Sample Portion of a Script from the Career Education Audio Digest	11
	Summary of Tapes in the Audio Digest System	13
	Information and Analysis Sheets	16
	Objective 3	
	Evaluation Purposes	17
	Evaluations through the Reaction Surveys	18
	Table 2 - Responses of Primary Participants to Reaction Survey Items	19
	Table 3 - Responses of Secondary Participants to Reaction Survey Items	20
	Table 4 - Types and Numbers of Listeners to Each of Four Audio Digest Tapes	26
	Evaluations through the In-Depth Follow-up Telephone Interviews	26
V.	CONCLUSIONS AND RECOMMENDATIONS	28
APPENDICES		
	Appendix A - Districts Participating in the Audio Digest Field Tests	A-1

	Page
Appendix B-1 - Sample Introductory Letter for District Contacts . .	B-1
Appendix B-2 - School District Participation Information Form .	B-2
Appendix B-3 - Superintendent's Follow-up Letter	B-3
Appendix B-4 - First Nominee's Letter	B-4
Appendix C - Needs Assessment Instrument	C-1
Appendix D - Audio Digest Sources of Printed Materials	D-1
Appendix E - Information and Analysis Sheet	E-1
Appendix F - Audio Digest Reaction Survey Form	F-1
Appendix G - In-Depth Follow-up Telephone Interview Form	G-1

I. PROJECT PURPOSE AND OBJECTIVES

With the advent of the career education concept, there has been a renewed interest and concern for directed educational change within the American Educational System. For the American child to compete in tomorrow's world, he or she must have the best educational opportunities. Unfortunately, the inaccessibility of information on nationwide educational activities is causing many educational leaders and key school administrators to "invent the wheel" all over again as they design new educational programs. Not only does this slow progress, it results in the waste of many tax dollars.

The cause for this information lag is not a lack of material about topics of concern to these decision makers. Rather, it is due to the fact that they typically are so overwhelmed with information that they are unable to devote the time necessary to sort, select, and read it. Like the lawyer or the physician, the educator has too little time to devote to keeping abreast of changes important to his profession.

In the past 20 years, the legal and medical professions have found a partial solution to this problem: the use of audio-digests describing innovations involving medical practices and changes in legal procedures. In the project described herein, we have adapted this medium to fit the needs of educators, and to focus on one of the newest of educational innovations--career education. The purpose of the project has been to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

The general objectives of the project were:

1. To identify, distill, and synthesize through a nationwide search the most recent developments in career education as well as detailed information on successful career education projects.
2. To produce and to disseminate nationally this significant information on career education.
3. To evaluate both process and products resulting from the search, synthesis, production, and dissemination activities.

II. AUDIO DIGEST FIELD TEST POPULATION

The Audio Digest System is designed to meet the challenge of providing relevant information on career education to key school district administrators, members of Boards of Education, directors of guidance, other educational leaders, and practitioners. It was field tested with a stratified random sample of such key personnel. Identification of these individuals was accomplished through the following procedures.

Identification of School Districts to Participate

The procedures for selection of a representative sample of small, medium and large school districts to participate in this study were as follows:

The general plan was to include the following types of school districts in the sample:

1. The 20 largest school systems in the United States
2. One school district with more than 10,000 pupils from each of the 50 states
3. One school district with less than 10,000 pupils from each of the 50 states

This information regarding the districts and their size was obtained from the Education Directory, 1972-74 Public School Systems[1] and from Patterson's American Education.[2] The addresses of the school districts selected, as well as the name of the superintendent, were obtained from the Patterson volume.

The details of the sampling procedure are as follows:

1. The 20 largest school systems in the U.S. are given in the Education Directory. The number of pupils for the 1972-73 school year is used as the basis for this ranking.
2. The Education Directory contains a list of 753 school systems with an enrollment of more than 10,000 pupils during the 1972-73 school year. One school system was chosen randomly for each state from this list which did not contain any of the 20 largest school systems in the U.S. Only those school districts which contained pupils at the secondary level were included in this sampling.

---

[1] Williams J., & Warf, S. Education Directory, 1973-74 Public School Systems. Washington, D.C.: U.S. Government Printing Office, 1974.

[2] Patterson's American Education. Mount Prospect, Illinois: Educational Directories, Inc., 1975.

3. The Education Directory contains a list of all public school systems in the U.S. (by State). One school system with less than 10,000 pupils was chosen for each State from the list. Only those school systems which contained pupils at the secondary school level were included in this sampling.

The original sample resulted in the following set of school districts: (1) the 20 largest school systems in the U.S. (including Washington, D.C.), (2) 35 additional school systems with more than 10,000 pupils, and (3) 51 school systems with less than 10,000 pupils, for a total of 106 school systems. Appendix A of this report lists the number of pupils, grade levels and number of schools for those districts that participated in this study.[3]

Identification of District Representatives to Receive Audio Digest Tapes

An introductory letter was sent to each school district superintendent in the original sample, inviting him/her to nominate someone in that district who would most benefit from receiving the eight monthly digest tapes. A copy of this letter is shown in Appendix B-1. In addition, each letter included a response form on which the superintendent could indicate whether or not the district wished to participate and, if willing, the name, title, and address of the nominee to receive the tapes (see Appendix B-2). A follow-up letter (Appendix B-3) was prepared and mailed to those superintendents who had not responded two weeks after the original mailing. Finally, a telephone follow-up was conducted for those still failing to respond to either letter after four weeks from the original mailing.

Appendix B-4 is a sample of the letter sent to those school district personnel nominated for receipt of the tapes ("primary participants"). While no detailed attempt was made to gather information on these nominees, it is of interest to note (Table 1 on the next page) the various roles these people had within their districts. These data suggest that leadership responsibilities for developing and maintaining career education programs across the country extend over a wide range of school personnel.

[3] Of the 106 districts selected, 8 declined to participate and were replaced by other districts in their respective categories.

TABLE 1 - DISTRICT FIELD TEST PARTICIPANTS

Title Given	Size of District*			Sex of Tape Recipient**		Total Participants by Title
	1	2	3	M	F	
Superintendent of Schools, Assistant Superintendent	1	0	10	10	1	11
Director, Coordinator or Supervisor of Career Ed.	6	7	4	13	4	17
Counselor, Guidance Counselor	1	1	14	13	3	16
Supervisor, Director, or Coordinator of Vocational Ed., Coordinator of Vocational Programs, Director of Vocational and Occupational Ed.	1	11	5	17	0	17
Teacher Coordinator for Career Ed., Career Ed. Teacher Specialist	1	1	0	0	2	2
Teacher, Special Education Teacher, Career Teacher	0	2	3	3	2	5
Director of Pupil Personnel Services	0	0	1	1	0	1
Director of Curriculum and Instruction	1	1	4	5	1	6
Career Education Project Director or Coordinator	4	0	1	3	2	5
Career Education Specialist, Program Specialist for Career Education, Research Specialist, Career Ed. and Career Guidance	3	2	0	2	3	5
Director of Work Experience	0	0	1	1	0	1
Director of Work Experience	0	0	1	1	0	1
Coordinator of Library Services, Librarian	0	0	2	0	2	2
Title III Project Director	1	0	0	1	0	1
Vocational Guidance Coordinator	0	0	1	0	1	1
Director of Vocational Ed. and Career Ed., Director of Career and Occupational Ed.	0	2	2	4	0	4
Coordinator of Guidance Testing and Counseling, Director of Guidance	0	3	0	2	1	3
Vocational Counselor	0	0	1	1	0	1
Career Development Coordinator, Director of Career Development and Vocational Ed.	1	1	0	2	0	2
Principal	0	1	1	1	1	2
Consultant, Career Guidance	1	0	0	0	1	1
Board of Education Member	0	1	0	1	0	1
Director of Secondary Ed., Director of Program Planning and Development	1	1	0	2	0	2

* 1 = Top twenty schools in U.S. (by no. of students)
2 = Districts with over 10,000 students
3 = Districts with under 10,000 students

** Person to receive tapes was selected by the Superintendent of the district

III. AUDIO DIGEST NEEDS ASSESSMENT

Participants

To ensure that the Audio Digest Tapes would address topics which were of importance and of high priority in the various school districts, a needs assessment was conducted with each district's nominee. The assessment instrument (see Appendix C) consisted of a list of possible topics which the Audio Digest might address. Each nominee was asked to rank order the ten topics s/he would most like to have covered on the Audio Digest Tapes. In all, 97 nominees of the 106 responded to the survey. The ten top-ranking topics resulting from the survey were as follows (in order):

Career Education in Rural Schools
Career Education Staff Development Programs
Career Counseling, Guidance and Placement
Career Education Curriculum Development
Career Education at the Kindergarten and Elementary School Levels
Career Education Instructional Materials
Career Education at the Senior High School Level
Career Education at the Middle/Junior High School Level
Student Development of Positive Attitudes Toward Work
What Is Career Education and What Does It Mean for My District?

In Section IV of this report, we will summarize the Audio Digest tapes that were produced, and will discuss how each of the topics of interest expressed by the nominees was addressed.

Advisory Panel

Members of the National Advisory Panel for the project met with project staff and Mr. Terry Newell from the U.S. Office of Education for a two-day conference on 25-26 September, 1975. The primary purpose of this meeting was to gather input from the panel on topics which they felt should be addressed by the Audio Digest. Using the needs assessment data collected from the districts, the Panel helped project staff make key decisions about the nature and content of the tapes outlined in the next section. Panel members also submitted lists of sites and contact persons from their personal

experience for potential visits and interviews on the various topics to be covered by the tapes.

During the remainder of the project, through mail and telephone contact, some of the Panel members provided evaluation and feedback on first drafts of the Audio Digest Tapes. The Advisory Panel members were:

Dr. Margaret E. Ferqueron
Coordinator of Career Education
State Department of Education
Tallahassee, Florida

Mr. Junius George
Office of Career Development Programs
District of Columbia Public Schools
Washington, D.C.

Dr. Robert E. Jenkins
Lecturer
California State University at Fullerton
Fullerton, California

Dr. Anita Mitchell
President
Association for Measurement and Evaluation in Guidance
Los Angeles, California

Dr. Paul N. Peters
Career Education Task Force
State Department of Education
Sacramento, California

Mr. Jack Sappington
Director of Special Programs
Orange County Unified School District
Orange, California

IV. MAJOR ACTIVITIES UNDER EACH PROJECT OBJECTIVE

This section briefly summarizes activities this project's staff performed in order to achieve each of the three objectives listed in Section 1.

Objective 1: To identify, distill and synthesize through a nationwide search, the most recent developments in career education as well as detailed information on successful career education projects.

Computer Search

A computer search was conducted using the complete file of educational materials from one of the Educational Resources Information Centers (ERIC) maintained by the U.S. Office of Education. ERIC is a national information network of clearinghouses which acquire, select, abstract, index, store, retrieve, and disseminate educational research reports and program and project descriptions. Northern Illinois University maintains the ERIC clearinghouse on Career Education.

Following is a description of each of the three ERIC subfiles which were accessed for information related to career education:

RIE
The RIE file contains abstracts from Resources in Education, a monthly journal containing abstracts of timely research reports and outstanding programs in the field of education.

CIJE
The CIJE file contains abstracts from Current Index to Journals In Education, a monthly journal devoted to indexing the vast amount of education-related periodical and journal literature. CIJE covers over 350 publications, the majority of which represent the core periodical literature in the education field.

AIM/ARM
This file contains abstracts of the instructional and research materials indexed by the Center for Vocational and Technical Education at Ohio State University.

Before accessing the above files, the Thesaurus of ERIC Descriptors was consulted in order to develop a list of descriptors for use in retrieving materials specifically related to the topic of career education. The

Thesaurus is a compilation of the various education terms used to index, enter, and retrieve documents in the ERIC system. The following descriptor terms were used in this particular search: Careers, Career Awareness, Career Choice, Career Education, Career Opportunities, Career Planning, Occupational Choice, Occupational Guidance, Technical Education, Vocational Counseling, Vocational Development and Vocational Education.

Since the focus of this project was on recent developments and currently operating programs in career education, the computer search was limited to those entries made to ERIC files since the beginning of 1974. The search was conducted in July, 1975 and yielded entries made to ERIC through April, 1975. Searching for the descriptor terms given above yielded 2,081 entries for the RIE and CIJE files combined, and 371 for the AIM/ARM file. Printed citations were requested and received for all 2,452 entries. These citations were scanned for relevance, timeliness, and mention of specific career education projects. On the basis of these criteria, printed, complete abstracts were requested and received for a subset of 280 entries. The abstracts were then sorted and filed according to their relevance to specific Audio Digest tape topics.

Requests for Printed Materials

As a result of letters to the editors of career education publications and to directors of career education projects and programs, the Audio Digest staff regularly received printed materials from numerous organizations. These materials were scanned for relevant articles on career education program sites for potential visits and for program activities which could be replicated elsewhere. Appendix D contains a list of programs, projects, and other organizations and institutions which supplied materials for review by the Audio Digest Staff.

Objective 2: To produce and to disseminate nationally this significant information on career education.

Subcontracting Organization

In July 1975, the American Institutes for Research (AIR) entered into a subcontract agreement with Educational Properties, Incorporated (EPI) of Costa Mesa, California. EPI's responsibilities included complete audio production of the series of Audio Digest tapes and the packaging and mailing of all Digest materials to the project participants. During the latter months of 1975, the Digest staff began to experience critical delays in the production and dissemination of Digest tapes constituting failure of EPI to fulfill its contract responsibilities. Since a satisfactory resolution to these problems was not reached, the subcontract was terminated in January 1976.

In January 1976, all responsibilities for the production and dissemination of Audio Digest materials were transferred to Media One Recording Services of Santa Ana, California. Media One is an audio production company which has, in addition to its recording studio, a fully-equipped mail handling facility on-site.

For each tape in the Audio Digest System, Media One provided script analysis, announcers, recording, editing, background music and sound effects, and multiple production of cassette copies. The company also packaged all tape materials and assumed the responsibility for their dissemination to project participants.

Audio Digest Tapes

Development process. The development process for each of the Audio Digest tapes began with a review of the literature on the topic to be covered. Complete references collected as a result of the computer search, journal articles, and other current and relevant materials were reviewed for

the major issues addressed and specific program activities that would be useful to practitioners. An outline of the script for the tape was then developed which indicated the issues on which the tape would focus, experts who could be interviewed on those issues, and program or project sites for a case study presentation.

All interviews conducted with individuals and at the case study site were recorded on tape by the interviewer. The interviews were then transcribed and edited for use in the script.

A draft of the complete script for each tape was sent for review to each member of the advisory panel, to the project monitor, and to each individual interviewed. Each reviewer was asked to relay his or her comments and suggestions to the Audio Digest staff, who then made the necessary revisions and developed a final script for the tape. A sample of a portion of a script is shown in Display 1 on the next two pages.

Tape content. Side one of each cassette is comprised of a brief but complete discussion of the topic while side two usually contains a 15-minute documentary on a successful career education program. Using the words of those who design and participate in these programs, the documentaries answer questions such as these:

What needs led to the organization of the program?
What are the specific program goals and objectives?
Whom does it serve?
What are the main techniques and materials it employs?
What are the key management decisions and instructional decisions that must be made to institute such a program?
What is the evidence that the program works and what is the originator's analysis of why it works?

At various points in each tape, the listeners are able to stop to discuss how the program presented relates to their own setting and how they can best benefit from the experience of the program originators. Thus, the presentation is appropriate for group sessions as well as individual listening.

DISPLAY 1

Sample Portion of a Script from the
Career Education Audio Digest

TAPE 2, SIDE 2

(THEME MUSIC IN AND UNDER)

ANNOUNCER B: DURING THE NEXT FIFTEEN MINUTES OR SO, WE'RE GOING TO BE TAKING YOU TO THE PALO ALTO UNIFIED SCHOOL DISTRICT IN NORTHERN CALIFORNIA, TO LOOK AT TWO PROGRAMS THAT BRING THE COMMUNITY AND THE SCHOOL CLOSER TOGETHER.

(MUSIC OUT)

ANNOUNCER A: THE FIRST IS A "LIFESTYLES CENTER" AT GUNN HIGH SCHOOL. THE CENTER IS A LARGE, COMFORTABLE ROOM WITH A VARIETY OF CAREER EDUCATION MATERIALS. COUNSELOR AND CAREER EDUCATION COORDINATOR EVELYN DONALDSON EXPLAINS HOW THE CENTER GOT ITS NAME.

DONALDSON INSERT: (002)...THE PURPOSE OF THE LIFESTYLES CENTER IS TO REALLY GIVE STUDENTS, TEACHERS, AND COUNSELORS A CHANCE TO EXPLORE NOT ONLY A CAREER AS RELATED TO THEIR OWN INTERESTE OR TO A SUBJECT AREA, BUT ALSO TO DISCOVER THEIR APTITUDES, THEIR INTERESTS, AND RELATE A WHOLE LIFESTYLE TO THEIR OWN LIVES, RATHER THAN JUST AN EIGHT HOUR CONCEPT OF A JOB, BUT TO ENCOMPASS THEIR WHOLE LIVES. THAT'S WHY IT'S CALLED THE LIFESTYLES CENTER.

ANNOUNCER A: WHAT MAKES THE LIFESTYLES CENTER APPROPIRATE TO OUR DISCUSSION OF COMMUNITY INVOLVEMENT IS THAT IT'S PRIMARILY RUN BY PARENT VOLUNTEERS.

DONALDSON INSERT: (186) THE WHOLE CRUX, THE WHOLE IDEA OF THE CENTER IS NOT ONLY TO GET STUDENTS INVOLVED WITH THEMSELVES AND WHO THEY ARE, BUT TO GET PARENTS INVOLVED. AND THIS CENTER WOULD NOT EXIST WITHOUT OUR PARENT VOLUNTEERS. WE HAVE A CORE OF ABOUT 35 PARENT VOLUNTEERS...WE HAVE ONLY A HALF-TIME AIDE. THIS WHOLE CENTER IS RUN AND OPERATED BY PARENT VOLUNTEERS.

ANNOUNCER A: RUTH TABER IS ONE OF THE VOLUNTEERS. SHE DESCRIBES WHAT SHE DOES AT THE CENTER.

TABER INSERT: I SHOW UP AND I DO EVERYTHING FROM A TO Z. MY MAIN JOB, REALLY--WE HAVE A TREMENDOUS COLLECTION OF FOLDERS ON DIFFERENT CAREERS AND JOBS, AND I TRY TO KEEP THEM FILLED WITH MATERIAL THAT COULD POSSIBLY BE USEFUL TO HIGH SCHOOL STUDENTS...I TRY TO KEEP IT UP TO DATE, I TRY TO KEEP A RECORD OF SOME INTERESTING JOB PROJECTIONS AND FUTURE ACTIVITIES. LIKE, IN THE NEXT TEN YEARS, WHAT CAREERS WOULD HAVE MORE OPENINGS, AND WE TRY TO INCORPORATE THEM INTO EXHIBITS THAT WE HAVE ON THE BULLETIN BOARDS...

ANNOUNCER A: ESTABLISHING THE CENTER WAS A RESPONSE TO STUDENT NEEDS. EVELYN DONALDSON DESCRIBES ITS BEGINNINGS:

DONALDSON INSERT: (205) THIS CENTER HAS BEEN IN OPERATION SINCE 1971, AND IT DID COMMENCE WITH A COMMITTEE OF TWO INTERESTED PARENTS, MYSELF, AND A STUDENT ACTIVITIES MAN, A TEACHER WHO WAS DOING STUDENT ACTIVITIES. AND THIS ALL CAME

Summary of Tapes in the Audio Digest System

Briefly presented below are synopses of each tape and a statement of rationale for the selection of each tape.

Tape 1: What Career Education Is

Side 1: What It Can Mean To You. An overview of the main features of career education, its origins, and its potential pay-offs for students, school staff, and communities. Guest speakers include U.S. Commissioner of Career Education, Ken Hoyt, representatives of industry, and practitioners from various states.

Side 2: Case Studies: Maryland Public Schools; Mesa Public Schools, Arizona; and tips from practitioners. A look at how two settings have organized their Career Education programs, as well as some specific career education student activities devised by teachers.

This tape relates directly to the need expressed by the project participants for an overview of the concepts, purposes and benefits of career education in the schools. The material presented is applicable to elementary as well as secondary school personnel. A discussion of participant evaluation of this and the other tapes for which data were received as of the date of this report is presented under Objective 3 of this section.

Tape 2: Community Involvement

Side 1: Aspects of Community Involvement. Discussed are the importance of community involvement, whom to involve, and some possible mechanisms for doing so. Features brief telephone interviews regarding the involvement of retired persons; how to set up an effective Advisory Panel; the use of Career Guidance Institutes for community representatives and school staff; and the use of telelectures to give students access to speakers who cannot visit classrooms in person.

Side 2: Case Studies: Lifestyles Center, Exploratory Experience Program, and tips from practitioners from the Palo Alto Unified School District, California. A Lifestyles Center staffed by a paraprofessional and parent volunteers is profiled as is an exploratory experience program that places high school students in a variety of jobs. Featured are interviews with staff, parents, and students. An elementary level teacher offers some tips on making field trips more effective.

In the needs assessment, participants expressed strong interest in a tape focusing on helping students to develop positive attitudes toward work. This, indeed, is a central theme of Tape 2. The ideas, activities and issues presented emphasize the need for and potential benefits of providing students with real life experience in the world of work, as well as that of using people

in the community as role models and as teachers.

Tape 3: Career Education and Guidance

Side 1: Issues/Interview/Legislation. This side of the tape begins with a discussion of how the features of career education are consistent with trends on guidance, counseling, placement, and follow-through. Next it features an interview with an outspoken counselor who discusses the challenges of implementing career education programs. It concludes with a look at three major Congressional Bills related to Career Education and the guidance field.

Side 2: Case Study: Memphis City Schools, Tennessee. Through on-site interviews, this case study reveals how Project SPAN uses Career Education Coordinators to infuse career education into classrooms, and how their functions relate to counseling, guidance, placement, and follow-through.

The guidance component of career education has become a high priority for schools as well as for government. This is evidenced, in the latter case, by the introduction of three career education and guidance related bills during 1975 and early 1976--the Elementary and Secondary Career Education Act of 1976, the Youth Employment Service Act, and Career Guidance and Counseling Act of 1975. In regard to schools, guidance was identified as a priority area among project participants and was ranked near the top of the list of topics they would most like to have addressed by the Digest.

Tape 4: Building a Sex Stereotype-Free Career Education Program

Side 1: Stereotyping: Causes/Effects/Cures. This tape focuses on responsibilities which must be shared by the home, the media and the school in combatting sex-stereotyping. Featured are interviews with Shirley McCune of the National Center for Sex Roles in Education and Rosa Weiner, Coordinator of Policy and Projects Development for the U.S. Office of Civil Rights, discussing methods of adapting sex-biased instructional materials and the implications Title IX Legislation has for schools.

Side 2: Case Study: Project Equality, Washington. On-site interviews reveal examples of some specific approaches which might be used to eliminate sex stereotyping in the classroom, and to make effective use of both biased and non-biased materials.

This tape represents a major effort to address the needs of school personnel working with young women and girls. Many schools have begun to institute programs which will be in compliance with the Title IX regulations. The tape is designed to aid these educators in addressing the task of adjusting

existing programs to meet these requirements.

Tape 5: Career Education for the Handicapped

Side 1: Outcomes/Materials/Involvement. Discussed are the need for adjusting the delivery mode of career education to meet the needs of the handicapped, and the benefits of involving parents and the community in the process. The tape features interviews with staff from the Bureau of Education for the Handicapped, the Model Secondary School for the Deaf, and the Living Skills Center for the Visually Handicapped.

Side 2: Case Study: Knox County Public Schools, Tennessee. The focus is on mainstreaming of handicapped students and the approaches used by this school system. A major technique has been the use of the Resource Room.

While this tape does not represent one of the high priority areas identified by project participants, education for the handicapped has received considerable attention from the U.S. Congress. This tape is immediately useful for educational programs designed specifically for the handicapped and has the potential for becoming increasingly applicable to other education bodies as the provisions of recent federal legislation go into effect.

Tape 6: Career Education and the Curriculum

Side 1: The Infusion Confusion. This tape focuses on the debate over the "best approach" to ensuring that career education becomes a part of regular classroom activities. Is infusion the only acceptable method or does addition also have a role to play? Can either or both of these methods work successfully at the elementary and the secondary level? These are the types of issues addressed by practitioners and experts such as Dr. Donald Super of Columbia University Teachers College.

Side 2: Case Study: Project CERES, Ceres, California. On-site interviews provide a glimpse of the methods CERES has used to involve a wide-range of school personnel in the development of curriculum for career education. This project serves as an excellent example of how a combination of addition and infusion can bring about a successful career education program for students at all grade levels.

This topic ranked fourth in importance in the survey of participants. The presentation can be useful to career education programs in their beginning stages as they define what needs they hope to meet. It can also serve already established programs as they search for new methods of keeping staff involved in and committed to making career education a part of all learning.

Tape 7: Career Education Evaluation

Sides 1 and 2: Up the Evaluation. Evaluation is a very important part of both the development and the continuation of career education programs. Presented here are ten points that must be remembered by evaluators as well as program staff if the evaluation is to be effective and useful. Featured are guest speakers such as Dr. Mitch Brickell of Policy Studies in Education, and Lois-ellin Datta of the National Institute of Education.

Evaluation is often considered the last step to be covered in developing programs. One of the major emphases of this tape is that evaluation must be planned from the beginning of the program and should follow the program throughout its course.

Tape 8: Career Education Staff Development

Side 1: An Interview with Dr. Anita Mitchell. Dr. Mitchell is a clinical psychologist, President of the American Association for Measurement and Evaluation in Guidance, and Chairperson of the California Educational Innovation and Planning Commission. Along with her many other activities, she has served as a staff development consultant to school districts around the country and has conducted more than 200 staff development workshops in the past two years. In the interview, Dr. Mitchell answers questions on the process of planning staff development workshops, the use of both in-house and outside experts, and the selection of program topics. She also provides a look at some innovative approaches to inservice.

Side 2: Case Study: Maryland Career Guidance Institutes. Featured in an overview of a state-wide staff development program including discussions of funding, methods of participant selection, program emphases and evaluation. Staff members involved in this staff development offer several tips for other program planners.

Staff development ranked second in importance on the participant survey. The commentary provided by Dr. Mitchell suggests many ways in which program planners can keep down the costs of staff development and utilize a number of frequently overlooked resources.

Information and Analysis Sheets

Each tape is accompanied by an Information and Analysis Sheet which provides the listener with sufficient information to request related papers, bibliographies, program descriptions, evaluation reports, and other resources. The sheets also include case study analyses which provide more detailed

information on the programs described.

The major purpose of the Information and Analysis Sheet has been to provide a visual component of the Digest system. These sheets provide a summary of the information presented on the tapes which is useful in helping participants to get a quick overview of the presentation before listening to the tape and which also serves as an outline to follow while listening. An example of one of the Information Analysis Sheets is appended to this report as Appendix E.

Objective 3: To evaluate both process and products resulting from the search, synthesis, production, and dissemination activities.

Evaluation Purposes

The first evaluation purpose of this project was to use immediate feedback from the participants to help decide (1) how responsive the content of each tape was to their career education information needs and (2) how acceptable the format of each tape was to their communication styles and preferences. The second purpose was to use two types of evaluation data to help identify some of the impacts resulting from respondents' use of these tapes. The first type of evaluation data, self-reported examples of impact (especially knowledge and motivation increments), was obtained from the brief reaction surveys that took eight or fewer minutes of participants' response time. An in-depth follow-up evaluation using telephone interviews with participants from nine school districts randomly selected for each pair of tapes[4] provided the second type of evaluation data. Incidents and supportive evidence was sought regarding (1) how decision makers at different levels of responsibility used the audio-taped information, (2) how the respondents integrated

[4] The nine school districts were selected by using a stratified random sample. Three districts from each of the three strata were selected for each set of the tapes. These three strata are detailed on page 3 of this report.

the tapes with other information sources, (3) actual decisions resulting from use of the tapes, and (4) any additional indicators of knowledge and motivation increments made as a result of listening to the tapes.

Presented below are the results of the two instruments that were administered, the Audio Digest Reaction Survey and the In-Depth Follow-up Telephone Interview. Copies of these instruments are presented in Appendices F and G respectively. Although the Audio Digest project produced eight tapes, results from only the first four tapes were available for inclusion in this final report.

Evaluations through the Reaction Surveys

When the Audio Digest project began in July 1975, 106 primary participants were identified for the first three tapes. (This identification was detailed earlier on page 4.) This number was cut down to 93 due to either no response whatsoever from various participants, or from requests to be taken off the list of tape recipients.

Reaction Surveys accompanied the audio cassettes, along with a stamped, self-addressed envelope (to AIR) to facilitate easy return to project staff. As illustrated in Appendix F, each Survey consisted of 13 items, eight structured response items (1-6, 8-9) and five open-ended response items (7, 10-13), encompassing three different topics: (1) tape quality and format, (2) tape content, and (3) tape use and effect.

Tables 2 and 3 on the following two pages display data collected through the eight structured items of this immediate feedback instrument for the first four tapes. Results were tallied on the basis of the frequency of responses to each item. In Tables 2 and 3, the response frequency is indicated for both sides of each tape under the column marked (#). The column marked (%) contains data on the percentage of those participants actually

TABLE 2 - Responses of Primary Participants to Reaction Survey Items

# and % of Responses Tallied	Tape 1 83/106 = 78%				Tape 2 76/106 = 72%				Tape 3 62/106 = 58%				Tape 4 45/93 = 48%			
	Side 1		Side 2		Side 1		Side 2		Side 1		Side 2		Side 1		Side 2	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1) Sufficient listening time	80	97	75	94	73	96	71	96	62	100	58	93	44	98	41	91
Insufficient listening time	2	3	4	5	3	4	2	3	-	-	4	7	1	2	4	9
Not able to listen	-	-	1	1	-	-	1	1	-	-	-	-	-	-	-	-
2) Technical quality (understandability)																
< 10% (easy)	78	95	77	96	73	96	70	97	59	95	54	87	43	96	44	98
10-25%	4	5	1	1	3	4	2	3	2	3	5	8	2	4	1	2
25-50%	-	-	-	-	-	-	-	-	1	2	2	3	-	-	-	-
> 50% (hard)	-	-	2	3	-	-	-	-	-	-	1	2	-	-	-	-
3) Length																
Much too long	-	-	1	1	5	7	1	1	3	5	2	3	1	2	2	5
Too long	8	10	8	10	22	29	20	27	10	16	15	24	6	13	7	16
Just right	56	67	50	60	47	62	50	68	45	72	40	65	33	73	34	77
Too short	16	19	18	22	2	3	3	4	1	2	4	6	5	11	1	2
Much too short	3	4	3	4	-	-	-	-	3	5	1	2	-	-	-	-
4) Level of Detail																
Far too little	-	-	-	-	1	1	1	1	1	2	2	3	1	2	2	4
Not enough	2	2	4	5	8	11	4	6	5	8	7	12	7	16	5	11
Just right	55	66	53	65	53	72	56	77	47	78	43	73	33	73	30	67
A little too much	23	28	22	27	12	16	12	16	6	10	7	12	4	9	8	18
Far too much	3	4	2	3	-	-	-	-	1	2	-	-	-	-	-	-
5) Overall format																
Much too frivolous	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A little frivolous	2	2	4	5	3	4	2	3	3	5	3	5	3	7	2	5
Just right	55	66	53	65	62	82	61	82	52	84	45	74	34	79	31	76
A little dry	23	28	22	27	11	14	11	15	7	11	12	19	6	14	8	19
Much too dry	3	4	2	3	-	-	-	-	-	-	1	2	-	-	-	-
6) Audio tape vs. printed format																
Tape much less useful	2	2	3	5	3	4	1	1	4	7	5	8	-	-	3	7
Tape less useful	12	15	12	15	11	15	7	9	12	20	11	18	5	12	7	16
Equal usefulness	24	29	15	19	19	25	22	30	12	20	7	12	11	26	8	19
Tape more useful	20	24	24	30	20	26	19	26	16	26	22	36	10	23	10	23
Tape much more useful	25	30	26	32	23	30	25	34	17	27	16	26	17	39	15	35
8) Information familiarity																
> 75% (familiar)	51	61	23	30	32	43	25	35	20	32	15	26	18	40	10	23
50-75%	22	27	23	30	27	37	23	32	26	42	17	29	18	40	17	39
25-49%	9	11	24	31	11	15	10	14	11	18	9	15	6	13	8	19
< 25% (unfamiliar)	1	1	7	9	4	5	13	18	5	8	17	29	3	7	8	19
9) Information relevancy																
< 25% (not relevant)	5	6	1	1	5	7	6	8	8	14	4	7	3	7	5	12
25-49%	19	23	25	33	20	27	18		11	18	20	34	11	24	9	21
50-75%	24	29	25	33	27	36	28	39	21	34	20	34	20	45	19	46
> 75% (useful)	35	42	25	33	22	30	19	27	21	34	15	25	11	24	9	21

TABLE 2 - Responses of Secondary Participants to Reaction Survey Items

# and % of Responses Tallied	Tape 1 42/106 = 40%				Tape 2 31/106 = 29%				Tape 3 27/106 = 25%				Tape 4 13/93 = 14%			
	Side 1		Side 2		Side 1		Side 2		Side 1		Side 2		Side 1		Side 2	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1) Sufficient listening time	40	95	39	93	30	97	27	90	27	100	23	88	13	100	12	92
Insufficient listening time	1	2	2	5	1	3	3	10	-	-	1	4	-	-	1	8
Not able to listen	1	2	1	2	-	-	-	-	-	-	2	8	-	-	-	-
2) Technical quality (understandability)																
< 10% (easy)	37	90	38	93	28	90	30	100	23	85	20	83	12	92	9	75
10-25%	4	10	3	7	3	10	-	-	2	7	3	13	1	8	3	25
25-50%	-	-	-	-	-	-	-	-	2	7	1	4	-	-	-	-
> 50% (hard)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3) Length																
Much too long	6	15	4	11	1	3	1	3	-	-	-	-	1	8	-	-
Too long	22	55	18	47	15	48	9	30	8	30	6	24	5	38	5	38
Just right	12	30	5	39	13	42	19	63	15	56	19	76	7	54	8	62
Too short	-	-	-	-	2	6	-	-	4	14	-	-	-	-	-	-
Much too short	-	-	1	3	-	-	1	3	-	-	-	-	-	-	-	-
4) Level of Detail																
Far too little	-	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-
Not enough	4	10	8	21	4	13	5	17	7	26	2	8	-	-	2	15
Just right	19	48	21	54	18	58	17	57	17	63	19	76	8	62	10	77
A little too much	13	32	6	15	8	26	7	23	3	11	4	16	5	38	1	8
Far too much	4	10	3	7	1	3	1	3	-	-	-	-	-	-	-	-
5) Overall format																
Much too frivolous	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A little frivolous	-	-	-	-	1	3	1	3	-	-	-	-	-	-	-	-
Just right	20	51	25	66	22	71	21	68	17	63	19	76	11	84	11	84
A little dry	18	46	11	29	8	26	9	29	10	37	6	24	2	16	1	8
Much too dry	1	3	2	5	-	-	-	-	-	-	-	-	-	-	-	-
6) Audio tape vs. printed format																
Tape much less useful	2	5	3	7	-	-	-	-	2	7	2	8	1	8	1	8
Tape less useful	2	5	3	7	2	7	2	7	1	4	1	4	1	8	1	8
Equal usefulness	9	22	9	22	13	45	12	41	10	37	9	36	3	23	6	46
Tape more useful	19	46	16	39	9	31	10	34	6	22	7	28	3	23	-	-
Tape much more useful	9	22	10	25	5	17	5	17	8	30	6	24	5	38	5	38
8) Information familiarity																
> 75% (familiar)	27	66	19	48	10	32	9	29	6	22	6	24	6	46	5	38
50-75%	11	27	10	25	11	35	8	26	13	48	5	20	5	38	3	24
25-49%	3	7	7	17	8	26	8	26	2	7	2	8	2	16	-	-
< 25% (unfamiliar)	-	-	4	10	2	6	6	19	6	22	12	48	-	-	5	38
9) Information relevancy																
< 25% (not relevant)	3	7	7	18	4	13	7	23	3	11	2	8	1	8	1	7
25-49%	10	25	13	34	7	23	8	27	4	15	10	40	2	16	4	31
50-75%	21	53	14	37	14	47	9	30	11	41	4	16	5	38	4	31
> 75% (useful)	6	15	4	11	5	17	6	20	9	33	9	33	5	38	4	31

responding to each alternative for each survey item. Not every participant responded to every question so the total number of respondents can vary. The number and percentages of responses tallied indicate the extent of the surveys returned by the primary participants. Each of these recipients was asked to give the tape to a colleague who, in their opinion, could benefit from the information provided. These "secondary participants" were also asked for their reactions.

The results reported in Tables 2 and 3 can be summarized as follows for each of the eight items of this instrument. It should be noted that the actual number of secondary participants was very low and that their results were not weighed as heavily as the primary participants.

Item 1. *Were you able to take sufficient time to listen to each side of the tape?*

Except for 88 percent of Tape 3's secondary participants, at least 90 percent of the people responding to this item indicated that they had sufficient time to listen to the tapes.

Item 2. *How would you rate the technical quality of each side of the recording?*

At least 87 percent of the primary participants and 75 percent of the secondary participants indicated acceptability of the tapes. It should be noted that anyone responding that their tape was defective was sent a replacement tape.

Item 3. *How was the length of each side for the topic presented?*

For Tapes 2 and 3, 60 percent of the primary participants and 70 percent of both primary and secondary participants responded that the length of these tapes was "Just right." For Tape 1, only 20 percent of both types of participants responded "Just right," while approximately 40 percent of the Tape 2 and 3 secondary participants responded to this category. The general consensus of the participants was that Tape 1 was much too long to listen to at one sitting. This finding resulted in attempts to shorten subsequent tapes.

Item 4. *How was the level of detail for the topic presented on each side of the tape?*

Except for areas of special interest to certain participants where they wanted greater detail on the topic, at least 65 percent of the primary participants indicated the tapes were "Just right." The small number of secondary participants responding were less positive.

Item 5. *How was the overall format of each side of the tape?*

Except for Tape 1 where 65 percent of the primary participants and only 50 percent of the secondary participants responded positively, more than 70 percent of the respondents liked the overall format. The tapes after the first one were divided into segments with musical breaks between different segments and sub-themes. This change in the format was due to the responses from Tape 1 recipients suggesting such changes.

Item 6. *How useful do you find the audiotape format compared to printed format for presenting each side's information?*

Seventy percent of the primary participants and 84 percent of the secondary participants found the tape format equally useful if not more so than printed format. Some indicated that printed materials were easier for locating needed information.

Item 8. *How familiar was the material on each side of the tape?*

At least 67 percent of both primary and secondary participants were familiar with the general information presented on side 1 of the tapes. The information on Side 2 of the tapes, in-depth overviews of specific programs, was less familiar to the participants. Except for Tape 3 where only 44 percent indicated familiarity with the information, at least 55 percent of the participants were familiar with the information.

Item 9. *How relevant is this information on each side of the tape to your district's career education needs and resources?*

At least 66 percent of the primary participants were able to use the information on Side 1, 59 percent on Side 2. Sixty-four percent of the secondary participants were able to use Side 1 but only 48 percent were able to use Side 2. The fact that more primary participants were in positions allowing them to implement this information, or see that it was implemented into programs, could account for the higher percentage for the primary participants.

As was mentioned earlier, Questions 7 and 10 of the Reaction Survey were open-ended requests for comments on the quality, format, and content of each tape. On the other hand, Question 12 requested a summary of any evidence indicating the influence of the tape on knowledge, motivation, and actual improvements in the Audio Digest school districts sampled. The comments collected on each of these items are summarized by tape as follows:

Comments on Questions 7 and 10 for Tape 1

I prefer written materials because (1) faster to comprehend, (2) easier to refer to sections, (3) simpler to use, (4) will be easier to develop complex ideas on paper.

A problem with any audio communications is the difficulty of staying concentrated on it. I experience no problems while reading because it is an active operation--I find myself thinking about many pressing matters and tuning out the tape--in spite of best intentions. The content was very good and readers did a better than average job.

Victimized by budget cuts, we are elated to receive your data for many reasons: substantiation of our request for funding; exposing our populace to others work - assisting our efforts to sell ours; updating on implementations. Give us findings on secondary career education; guidance; placement and followup.

I have many administrators that I deal with who should listen to this tape and who would profit from it. However, I doubt that more than one or two of the 14 or so would take the time and give it the attention due it. Perhaps 10-20 minute segments with a definite break between could be utilized better by busy people.

Makes good sense. Statistics are interesting.

Variety of viewpoints about career education is strong point.

Comments on Question 12 for Tape 1

Good selling tool for local level staff. Good introduction to staff who want to know what career education is all about.

Will be presented to an inservice workshop for staff in the district, also to my extension courses at the University of South Dakota.

Instructional personnel expressed inspiration over the information from authoritative sources on on-going projects. These help us to more closely budget our money since they offer materials on objectives, development and implementation of programs, plus excerpts from persons involved in career education from infancy to the present.

Idea in presenting career education to non-educators as well as educators seeking to acquire a more detailed picture of career education.

Comments on Questions 7 and 10 for Tape 2

I like the informality of the responses, the music interlude is a relaxing break and the change of voices to break the monotony.

Material expertly prepared; completely covered; adequately prepared.

Good balance of stimulating ideas, details to start things rolling, and human interest to keep it from being stilted. Keep diversion and balance the same in future tapes.

I am having trouble trying to decide how I am going to use these tapes - the actual "mechanics" of use. Staff meetings, central office personnel--school facilities, etc.???

Information can be read quicker than can be listened to on the tape. Material on side 2 more appropriate to tape format than that presented on side 1. Don't waste your time recording material that is better presented in print.

Most topics discussed on the tape were aimed at districts who are just beginning career education programs. The tape would be useful in a district just beginning a career education program, especially if they are giving some inservice training to staff.

First hand cognizance of programs--or any facet of these, poses a challenge to the innovating director. Thanks for the data.

Comments on Question 12 for Tape 2

The tape will be added to the Tape Library for use by interested staff and/or community members (parents).

Hope to use the tape to make teachers aware of utilizing community resources and to have community participation in program planning.

I use these "precious gems" on weekly radio broadcasts.

Strongly considering a career education class and the tapes can certainly be a big help.

Practical ideas for implementation of a career education program.

Comments on Questions 7 and 10 for Tape 3

Length of some interviews is too long. Shorter, more specific responses would hold interest longer.

Showing much improvement.

Format is improving (timing, spacing).

Format could be a bit more controversial in order to stimulate new and innovative ideas.

Tape "hit home" concerning the problems usually found in implementing curriculum changes.

Second time through the tapes brought up some thoughts or questions: (1) Do schools-administrators-students and other faculty members expect too much from guidance counselors? (2) Are most or any counselors adequately trained for the variety of duties expected of them? (3) Is it possible for anybody to really have a handle on career education?

Like the idea of specific problem and how various schools tried to solve their problems.

Comments on Question ~~10~~ for Tape 3

The size of the district, lack of federal funding, budgetary inflation are examples of the problems which serve to render us grateful for these data. The updating of in-service personnel; the enriching of program offerings; privilige to order recent materials for wider program offering; modification of curriculum.

If and when we receive monies for career education purposes, all the tapes will be useful. In order to have a respectable career education program, a career education coordinator is needed. To get that, money is needed. We hope Perkin's Bill is passed. Have written to him in support of the Bill.

Will utilize tapes in summer workshops - a focus.

Hope that this accumulation will act as a "selling crutch" when we eventually get the state and the board to assist in ideas (many coming from the cassettes).

Will be used by the career education director in planning a new program in the area.

Comments on Questions 7 and 10 for Tape 4

The comment about a good teacher using biased materials to an advantage is most interesting (side 1). Isolated skills concept (side 2) is interesting!

As a meagerly funded project, we need light on fusing this element into our project. Thanks for a wonderful start.

The information is useful for use with groups. Just because I am familiar with the information doesn't mean that it is familiar to others.

Impressed with tapes - came at an opportune time - in process of preparing instructional units.

Side 1 excellent, useful. Side 2, too parochial, regional.

The format of pause between segments and introduction of what is to follow is helpful and effective.

Perhaps because we have been exposed to much of this material previously, I was listening to much that was not new.

Comments on Question 12 for Tape 4

Development of instructional units -- fits perfectly.

More awareness on part of counselors to the problem and suggestions for improving our program to eliminate sex stereotyping in counseling programs.

Enrichment for our present program; enlargement of offerings; addition to our career education media.

The information on Title IX will be helpful in formulating District policy on sex discrimination.

We are well past the major emphasis of these tapes. We find tapes to be the least effective of all media.

The final item of the Reaction Survey asked the primary and secondary participants to indicate the types and numbers of other persons who listened to each tape, if the tapes were circulated or used in some type of staff development session. Table 4 below indicates that extensive use was made of each tape.

TABLE 4

TYPES AND NUMBERS OF LISTENERS
TO EACH OF FOUR AUDIO DIGEST TAPES

Types of Listeners	#s for Tape 1	#s for Tape 2	#s for Tape 3	#s for Tape 4	Totals by Type
Teachers	565	146	142	127	980
Counselors	46	67	96	45	254
School Personnel	59	127	69	23	278
Non-school Personnel	4	19	3	10	36
Career Education Personnel	46	14	44	109	213
Students	--	--	80	145	225
Other	24	1	5	1	31
Totals by Tape	744	374	439	460	

Evaluation through the In-Depth Follow-up Telephone Interviews

Design and Procedures. Two series of in-depth telephone interviews were conducted approximately four to six weeks after Tapes 2 and 4 were mailed. (This allowed time for review and implementation by the recipients.) Each interview covered two tapes; the first one assessed the effects of Tapes 1 and 2, while the second one assessed the impact of Tapes 3 and 4. The purpose of these interviews was to determine if there had been any critical incidents of effective or ineffective results as a consequence of

listening to the tapes. Incidents included, but were not limited to, indicators of knowledge and motivation increments, or actual program or student changes influenced by the tapes. Nine different participants were randomly chosen for each series.

Results. The results of the first interview series indicated that for programs beginning career education implementation, the tapes helped establish guidelines and provided good ideas that could be incorporated into such programs. For on-going career education programs, the tapes reinforced ideas already in effect and provided a medium for presenting career education to the community. Comments included:

> Tapes informative enough to be passed on to guidance personnel in district. Personnel felt they gained a good understanding of what career education is and ideas for career education activities. Very positive response to the tapes.
>
> Decided to make regular use of the tapes to disseminate career education information throughout the district. Made the tapes available to all teachers for ideas on activities and other programs.
>
> A blind staff member was able to listen to the tapes to get information on career education that he couldn't get from printed material. It has helped him to become more involved in career education.
>
> The tapes helped get ideas across in the district and to encourage school personnel to work with the career education program.

The responses to the second interview series (assessing Tapes 3 and 4) indicated that these tapes were used more in inservice programs, and that the tapes gave more specific information, especially Tape 4 (Sex Stereotyping). Three recipients plan to use the tapes in inservice programs this summer. Specific comments included:

> Knowledge increase. Easier to digest and share with others.
>
> Will give more awareness to staff who have some hangups on sex stereotyping.
>
> Tape 4 now part of an attempt taking place to insure that career education materials are free of sex bias.
>
> Used materials obtained to plan and program a "Career Day." They smoothed a number of rough spots that would have been encountered.
>
> Will utilize the activities and try to incorporate into their own career education program through curriculum revision.

V. CONCLUSIONS AND RECOMMENDATIONS

The purpose of the Career Education Audio Digest was to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public. There were three general objectives.

The first objective of this project was to identify, distill, and synthesize through a nationwide search the most recent developments in career education as well as detailed information on successful career education projects. Feedback from participants indicates that this objective was substantially, if not fully, achieved. What reasons can be given for the fact that some of the participants reported being unenlightened by the tapes? Possibly: (1) the sources used by project staff might not have been as current as we had planned; (2) it is very possible that some of the recipients were in touch with more current sources of information on career education; (3) the format restriction of 15 minutes to a tape side prevented project staff from going into greater detail and the information that was presented was already known to some participants; and (4) the case studies on successful career education projects might have been highlighted by other career education sources.

The second objective was to produce and to disseminate locally, statewide, and nationally this significant information on career education. This was achieved through most of the original 106 primary participants. However, 13 people in this group never responded to the tapes and we were unable to obtain any explanation of their disinterest.

The third objective was to evaluate both process and products resulting from the search, synthesis, production, and dissemination activities. Using tapes as a source of information is a somewhat novel medium for communicating

career education and the feedback from the participants supported this. For the most part, at least 75 percent of all respondents indicated that all four tapes for which evaluation data were available as of this reporting date were of equal, if not more, use than written or printed materials. As to the information presented in the tapes, at least 60 percent of the respondents indicated that they were familiar with at least 50 percent of the material but that, generally, more than 60 percent were able to apply or use at least 50 percent of this information.

The Career Education Audio Digest, using cassette tapes as a medium of information, has demonstrated its effectiveness in disseminating significant information on career education to educational leaders and to the general public of the United States.

If the Audio Digest is to remain on a continuing basis, will it be possible for it to sustain itself without subsidization from the government? In order to answer this question, certain information will have to be obtained pertaining to detailed costs and the resources needed to maintain the system (which will include its research, production, marketing, and dissemination components). There are several options that the form for this can take. They are: (1) in its 1975-76 form, updating the tapes already available and adding 6-10 new tapes on selected topics each year; (2) in a form making it possible for small groups of subscribers to specify their information needs and tailoring the tapes to those specifications; or (3) combining elements of both forms.

For any and all of these options estimates of the number of subscribers needed at certain price levels per tape and per series will have to be calculated. A major dissemination effort must also be employed to make education decision makers aware of the existence and availability of the Audio Digest

on a subscription basis. This effort can use such areas as journal articles, items in newsletters, information co-ops, and listings in data banks. Continued investigation of these alternatives seems highly desirable. One of the most important parts of this recommended feasibility effort should be to identify the best organizations and geographic sites for maintaining each of the system's components.

APPENDICES

APPENDIX A - DISTRICTS PARTICIPATING IN THE AUDIO DIGEST FIELD TESTS

State	Location	No. Of Pupils	Grade Levels	No. Of Schools	
Alabama	Tuscaloosa County School District Tuscaloosa, Ala.	11,049	1-12	22	
	Macon County School System Tuskegee, Ala.	5,047	1-12	11	
Alaska	Anchorage Borough School District Anchorage, Alaska	33,712	K-12	49	Alaska has two school districts over 10,000 listed in Education Directory, but the Unorganized State School System is not listed in Patterson.
	Craig School District Box 166 Craig, Alaska	153	1-12	2	
Arizona	Tucson High School Distict 101, Box 4040 Tucson, Az.	19,778	9-12	9	
	Ajo High School District Box 68 Ajo, Az.	605	9-12	1	
Arkansas	North Little Rock School District 27th and Popular N. Little Rock, Ark.	11,610	1-12	22	
	Blytheville School Dist. 614 Chickasawba Blytheville, Ark.	5,061	1-12	11	
California	Los Angeles Unified School District Box 3307 Terminal Annex Los Angeles, Ca.	678,933	K-12	627	This is the 3rd largest school system in the U.S.
	San Diego City Unified School District 4100 Normal Street San Diego, Ca.	131, 846	K-12	161	This is the 17th largest school system in the U.S.
	Southern Kern Unified School District Drawer CC Rosamond, Ca.	1,132	K-12	5	
Colorado	Cherry Creek School Dist. No. 5 4700 Yosemite St. Englewood, Colo.	11,272	K-12	16	
	Lamar School District 210 W. Pearl Lamar, Colo.				

State	Location	No. Of Pupils	Grade Levels	No. of Schools	
Connecticut	Meriden School Dist City Hall Meriden, Conn.	11,393	PK-12	14	
	Avon School District 34 Simsbury Road Avon, Conn.	2,402	K-12	5	
Delaware	Newark School District 83 E. Main Newark, Dela.	15,993	K-12	22	
	Cape Henlopen School District Nassau, Dela.	3,731	K-12	7	
District of Columbia	District of Columbia 415 Twelfth, St. N.W. Washington, D.C.	138,510	PK-12	190	This is the 14th largest school system in the U.S.
Florida	Dade County School System 1410 N.E. Second Ave. Miami, Fl.	241,174	K-12	235	This is the 7th largest school system in the U.S.
	Broward County School System P.O. Box 8369 Ft. Lauderdale, Fl.	129,418	K-12	138	This is the 19th largest school system in the U.S.
	Calhoun County School System Blountstown, Fl.	2,062	K-12	5	
Georgia	Walker County School District La Fayette, Ga.	10,873	K-12	25	
	Wilkinson County School District Irwinton, Ga.	2,419	K-12	3	
Hawaii	Hawaii School District Honolulu, Hi.	179,091	PK-12	226	This is the 10th largest school system in the U.S. This is the only school school district listed in Hawaii in the Education Directory
Idaho	Pocatello School School Dist.#25 Box 1766 Pocatello, Id.	12,229	K-12	23	
	Dietrich School Dist. No. 314 Dietrich, Id.	110	1-12	1	

State	Location	No. of Pupils	Grade Levels	No. of Schools	
Illinois	Chicago School Dist. 228 No. LaSalle St. Chicago, Ill.	521,653	PK-12	561	This is the 4th largest school system in the U.S.
	Herrin C.U. School District 4 700 N. 10 Herrin, Ill.	3,155	K-12	8	
Indiana	Hammond City School District 5935 Hohman Ave. Hammond, Ind.	21,220	K-PG	31	
	Clinton-Hanna-Noble Consolidated School District Route 1 Union Mills, Ind.	885	K-12	2	
Iowa	Davenport Community School District 1001 Harrison Street Davenport, Ia.	23,595	K-12	36	
	Waco Community School School District Main Street, Box 158 Wayland, Ia.	771	K-12	3	
Kansas	Kansas City Wyandotte Unified School Dist. Library Building Kanses City, Kan.	31,995	K-12	55	
	Sylvan Grove Lincoln Unified School Dist. Sylvan Grove, Kan.	199	K-12	3	
Kentucky	Pike County School District Box 2408 Pikeville, Ky.	15,056	K-12	35	
	Augusta Independent School District Augusta, Ky.	319	K-12	2	
Louisiana	Caddo Parish School District Box 37000 Shreveport, La.	31,288	K-12	75	
	Vernon Parish School District 201 Belview Road Leesville, La.	8,939	K-12	13	

State	Location	No. of Pupils	Grade Levels	No. of Schools	
Maine	Portland School District Room 306 City Hall Portland, Maine	12,952	K-PG	31	This is the only school district in Maine over 10,000
	Yarmouth School District Yarmouth, Maine	1,298	K-12	4	
Maryland	Baltimore City School System 3 E. 25th Baltimore, Md.	185,894	PK-12	208	This is the 9th largest school system in the U.S.
	Prince George's County School System Upper Marlboro, Md.	160,181	PK-12	234	This is the 11th largest school system in the U.S.
	Baltimore County School School System Towson, Md.	130,741	K-12	158	This is the 18th largest school system in the U.S.
	Montgomery County School System Rockville, Md.	126,449	PK-12	196	This is the 21st largest school system in the U.S. It is included in the sample because the 2nd largest school system listed in the Education Directory is Puerto Rico which is not in the in the U.S. proper and was not, therefore included in this sample.
	Caroline County School District Denton, Md.	5,244	K-12	10	
Massachusetts	Worcester School District Administration Building 20 Irving St. Worcester, Mass.	29,430	K-12	68	
	Norwell School District 351 Main Street Norwell, Mass.	2,667	K-12	6	
Michigan	Detroit City School System 5057 Woodward Detroit, Mi.	259,066	K-12	347	This is the 6th largest school system in the U.S.
	Hamtramck City School District Box 150 Hamtramck, Mi.	2,349	K-12	4	
Minnesota	Robbinsdale Independent School Dist. No. 281 4148 Winnetka Ave. N. Robbinsdale, Minn.	26,553	K-12	26	

State	Location	No. of Pupils	Grade Levels	No. of Schools	
Minnesota, cont.	Chattfield Independent School Dist. No. 227 Chatfield, Minn.	1,109	K-12	3	
Mississippi	Greenville School Dist. Box 749 Greenville, Miss.	10,207	1-12	17	
	Greene County School Leaksville, Miss.	2,326	1-12	4	
Montana	Lavina High School District Lavina, Mont.	42	9-12	1	Montana only has two school districts over 10,000 and both of these are elementary school districts. No school districts over 10,000 for this state are included in this sample.
	Polson High School Dist. Polson, Mont.	481	9-12	1	
Nebraska	Lincoln School District 720 So, 22nd Lincoln, Nebr.	29,619	K-12	48	
	Central City School Dist. No. 4 Central City, Nebr.	1,169	K-12	5	
Nevada	Washoe County School Dist. 425 E. 9th Reno, Nev.	29,260	K-12	53	
	Lyon County School District Box GG Yerington, Nev.	2,642	K-12	7	
New Hampshire	Nashua Union School Dist. No. 42 6 Main Street Nashua, NH.	11,330	1-PG	16	
	Concord Union School District No. 8 16 Rumford Street Concord, NH.	5,220	K-12	12	
New Jersey	Elizabeth School Dist. Mitchell Building 500 N. Broad St. Elizabeth, NJ	15,793	PK-12	25	
	Kearny School Dist. Kearny, NJ.	6,043	K-12	7	

State	Location	No. of Pupils	Grade Levels	No. of Schools	
New Mexico	Santa Fe School District 610 Alta Vista Santa Fe, NM	11,582	K-12	23	
	Pecos School District Drawer 1 Pecos, NM.	807	K-12	2	
New York	New York City School System 110 Livingston St. Brooklyn, NY.	1,123,566	K-12	946	This is the largest school system in the U.S.
	Dunkirk School Dist. 201 Lake Shore Drive Dunkirk, NY	3,346	PK-12	7	
North Carolina	Durham City School District Box 2246 Durham, NC.	10,868	K-12	26	
	Burlington City School District 206 Fisher St. Burlington, NC.	9,011	K-12	13	
North Dakota	Grand Forks School District Grand Forks, ND	11,030	K-12	20	
	Ellendale School Dist. Ellendale, ND	329	1-12	2	
Ohio	Cleveland School Dist. 1380 E. 6th Street Cleveland, OH.	138,756	K-12	179	This is the 13th largest school system in the U.S.
	Forest Hills Local School District 7600 Forest Road Cincinnati, OH.	8,526	K-12	7	
Oklahoma	Tulsa School District No. 1 P.O. Box 45208 Tulsa, Okla.	70,245	PK-12	107	
	Ripley School District Ripley, Okla.	349	K-12	2	
Oregon	Portland School Dist. 631 N.E. Clackamas St. Portland, Ore.	64,765	PK-12	121	

State	Location	No. of Pupils	Grade Levels	No. of Schools	
Oregon, cont.	Josephine County Unit School Dist. Grants Pass, Ore.	4,301	1-12	13	
Pennsylvania	Philadelphia City School District Parkway at 21st. Philadelphia, Pa.	280,151	K-12	271	This is the 5th largest school system in the U.S.
	Bald Eagle Area School District Box 4 Wingate, Pa.	3,227	K-12	7	
Rhode Island	Cranston School Dist. 845 Park Avenue Cranston, RI	14,710	K-12	28	
	Scituate School Dist. Main Street N. Scituate, RI	1,795	K-12	4	
South Carolina	Richland County School District No. 1 Columbia, SC	35,199	K-12	63	
	Beaufort County School District Box 350 Beaufort, SC.	9,394	1-12	19	
South Dakota	Sioux Falls Independent School Dist. No. 1 Sioux Falls, SD	17,827	K-12	29	
	Belle Fourche Indep. School Dist. No. 26 Belle Fourche, SD	1,458	K-12	4	
Tennessee	Memphis City School District Memphis, Tenn.	133,839	K-12	168	This is the 16th largest school system in the U.S.
	McKenzie Special School District McKenzie, Tenn.	1,477	K-12	3	
Texas	Houston Independent School District 3800 Richmond Houston, Tex.	211,487	K-12	231	This is the 8th largest school system in the U.S.
	Dallas Indep. School District 3700 Ross Avenue Dallas, Tex.	150,098	K-12	185	This is the 12th largest school system in the U.S.

State	Location	No. of Pupils	Grade Levels	No. of Schools	
Texas, cont.	Wills Point School District Box 258 Wills Point, Tex.	1,274	1-12	3	
Utah	Davis County School District 45 E. State Street Framington, UT	34,471	K-12	51	
	Puite County School District Courthouse Junction City, UT.	353	K-12	3	
Vermont	Mt. Anthony Union H.S. School Dist. Bennington, VT.	2,139	7-12	1	There are no school systems in Vermont with over 10,000 students.
	Bradford Union High School Dist. No. 30 Bradford, VT.	554	7-12	1	
Virginia	Fairfax County School District 10700 Page Ave. Fairfax, Va.	135,870	K-12	174	This is the 15th largest school system in the U.S.
	York County School District Box 451 Yorktown, Va.	8,353	K-12	13	
Washington	Federal Way School Dist. No. 210 31455 38th Ave. S Federal Way, Wash.	15,973	K-12	27	
	Dayton School District No. 2 609 S. Second Street Dayton, Wash.	844	K-12	2	
West Virginia	Wayne County School District Wayne, WV.	10,404	K-12	25	
	Hancock County School District New Cumberland, WV.	9,142	K-12	19	
Wisconsin	Milwaukee School Dist. 8100 W. Capitol Drive Milwaukee, Wis.	128,453	K-PG	160	This is the 20th largest school system in the U.S.
	Turtle Lake School Dist. Turtle Lake, Wis.	764	K-12	2	

State	Location	No. of Pupils	Grade Levels	No. of Schools
Wyoming	Laramie County School District No. 1 Cheyenne, Wyo.	14,061	K-12	32
	Weston County School District No. 1 Newcastle, Wyo.	1,301	K-12	5

APPENDIX B-1 - SAMPLE INTRODUCTORY LETTER FOR DISTRICT CONTACTS

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

The U.S. Office of Education is sponsoring a project entitled "An Audio Digest System for Communicating Career Education Information." This project is being conducted by the American Institutes for Research (AIR), a not-for-profit educational research institution.

The Audio Digest will consist of eight monthly cassettee tapes. One side will feature a documentary case study of a successful career education program; the other side will explore an important topic in the field of career education (for example, "Career Education for the Handicapped"). The purpose of the project is to test the efficacy of this new medium in helping decision-makers be well-informed about career education and aiding them to replicate career education projects that have been successful elsewhere.

One hundred school districts are being invited to participate. They include the twenty largest districts, and a random sampling of medium-sized and small districts. Your district is one of the ones selected, and we hope you will agree to participate. We will supply, free of charge, two copies of an audio digest cassette tape, monthly for 8 months, beginning in October.

Would you please indicate, on the enclosed form, the name of the person in your school district who in your judgment would most benefit from receiving these tapes? That person will be asked to listen to the tapes within two weeks of receipt and to fill out one copy of a Feedback Sheet (printed on both sides of an 8 1/2" x 11" sheet) which AIR will use in their formative evaluation of this project. He or she will also be asked to give the second copy of the tape each month to someone in the district who will benefit from that tape, and that person will also fill out a Feedback Sheet. Please feel free to name yourself as the primary recipient, if you wish.

A stamped, self-addressed envelope is enclosed for your convenience. We look forward to hearing from you.

Sincerely,

Jurgen Wolff
Project Director
Audio Digest Project

Enclosures

An Equal Opportunity Employer

APPENDIX B-2 - SCHOOL DISTRICT PARTICIPATION INFORMATION FORM

/__/Yes, our school district is willing to participate in the research project entitled "An Audio Digest System for Communicating Career Education Information." Please send copies of the cassettes to:

Name: _____

Title: _____

Address: _____

_____

/__/No, we would prefer not to participate.

Comments: _____

_____

_____
Signature

_____
Date

APPENDIX B-3 - SUPERINTENDENT'S FOLLOW-UP LETTER

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

26 August 1975

Approximately two weeks ago we invited you to nominate someone in your district to participate in the Career Education Audio Digest Project. In case you didn't receive that invitation, a copy of the letter is enclosed.

We hope you will agree that the free service we would like to provide will be beneficial to your district as well as helping us to successfully accomplish this U.S. Office of Education sponsored project.

If you have sent your response within the past few days, please disregard this reminder. Otherwise, we look forward to hearing from you soon.

Sincerely,

Jurgen Wolff
Project Director
Audio Digest Project

Enclosures: 3

An Equal Opportunity Employer

APPENDIX B-4 - FIRST NOMINEE'S LETTER

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493 3550

Dear :

The U.S. Office of Education is sponsoring a project entitled "An Audio Digest System for Communicating Career Education Information." This project is being conducted by the American Institutes for Research (AIR), a not-for profit educational research institution.

The Audio Digest will consist of eight monthly cassette tapes. One side will feature a documentary case study of a successful career education program; the other side will explore an important topic in the field of career education (for example, "Career Education for the Handicapped"). The purpose of the project is to test the efficacy of this new medium in helping decision-makers be well-informed about career education and aiding them to replicate career education projects that have been successful elsewhere.

Your district is one of the one hundred school districts of various sizes that have been selected to participate. Your school superintendent has named you as the person in the district most likely to benefit from receiving these tapes, which will be sent free of charge, beginning in October 1975.

As we indicated to your superintendent, we are asking that you do two things upon receiving two copies of each tape:

1) Within two weeks of receipt, listen to the tape and fill out a pre-addressed Feedback Sheet (both sides of an 8 1/2" x 11" sheet). Your comments will influence the format and content of future tapes.

2) After listening to the tape, pass on the other copy of it to the other person in your district who you think would most benefit from hearing it. That person should also complete his or her Feedback Sheet.

Enclosed with each cassette will be an Information and Analysis Sheet which will contain some suggestions for ways in which the tape can be used, and a bibliography in case you would like more information about topics mentioned on the tape. You may keep the tapes for your library or circulate them to others.

An Equal Opportunity Employer

APPENDIX D - AUDIO DIGEST SOURCES OF PRINTED MATERIALS

Numerous school districts, organizations, and companies responded to our request for information on their career education programs and the materials they have developed. Following is a list of those who supplied materials to us for review:

Newsletters

CACO (Cluster Approach to Career Orientation) Newsletter - Virginia Polytechnic Institute
Career Education Community Resources - Pueblo School District, Colorado
Career Development News - Toledo Public Schools, Ohio
Career Developments - University of Alabama
Career Digest - Indiana Resource Center
Career Education - Newark Public Schools, New Jersey
Career Education Exchange - Akron Public Schools, Ohio
Career Education News - Chenago Area Boces Schools, New York
Career Education Newsletter - City of Niagara Falls School District, New York
CENTS News (Career Education for Non-Traditional Students) - Northern Virginia Community College
Covina Valley Career Education Newsletter - Covina Valley Public Schools, California
IBK (I Believe in Kids) News - Jefferson County Schools, Florida
Inside Career Education - Springfield City Schools, Ohio
K-12 Career Education Consortium News - Wisconsin Department of Public Instruction
Lafayette Career Education News - Lafayette Parish Schools, Louisiana
National Model IV - Education Economic Development, Inc., Montana
NCCE (National Cooperative for Career Education) News - University of Montana
NCTI Career Education Newsletter - North Central Technical Institute, Wisconsin
Occupational Education/Career Development Newsletter - Roseville Area Schools, Minnesota
ORBIT - U.S. Department of Labor
Rally - Region 10 Education Service Center, Texas
Somersworth Career Education News - Somersworth Public Schools, New Hampshire
The Key to What's Happening in Career Education - Raleigh County Schools, North Carolina

Curriculum Guides and Program Descriptions

Anne Arundel County Public Schools, Maryland
Bedford County Public Schools, Virginia
Bristol Public Schools, Connecticut
Cashmere/Peshastin-Dryden Public Schools, Washington
CERES (Career Education Responsive to Every Student), California
Des Moines Independent Community Schools, Iowa
Developmental Career Guidance Project, Arizona
Elkhart Area Career Center, Indiana

Far West Educational Laboratories, California
Helena Public Schools, Montana
Jefferson County Public Schools, Kentucky
Lincoln County Exemplary Project, West Virginia
Michigan Career Development Project, Michigan
Northwest Regional Educational Laboratories, Oregon
Partners in Education - Texas Education Agency, Texas
Piedmont Public Schools, South Carolina
Pinellas County Comprehensive Career Education Project, Florida
Project HELP, Nebraska
Project People, Kentucky
Willoughby-Eastlake School District, Ohio

APPENDIX E

CAREER EDUCATION AUDIO DIGEST

INFORMATION AND ANALYSIS SHEET

TAPE 4

- SIDE ONE -

The following outline summarizes the information presented on Side One of Tape 4. You may wish to refer to this page as you listen to the tape.

SEGMENT ONE: CAUSES AND REINFORCERS OF STEREOTYPES

* Sharing the responsibility: the home, the media, the school
* Bias in materials: sex-race fair, affirmative, frames of reference
* Teacher/Counselor influences

Guest Speakers:

Shirley McCune, Program Coordinator, National Center for Sex Roles in Education, 1201 16th Street, N.W., Room 405, Washington, D.C.

H. B. Gelatt, Special Consultant, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California 94301.

SEGMENT TWO: EFFECTS OF SEX STEREOTYPING

* Research findings: Hofstra University, National Assessment for Educational Progress

Guest Speaker:

Shirley McCune

SEGMENT THREE: APPROACHES TO ELIMINATING STEREOTYPING

* Adapting biased materials
* Developing teacher/counselor awareness: a four pronged approach

Guest Speaker:

La Rae Glennon, Director, Project Equality, Highline Public Schools, Educational Resources and Administrative Center, 15675 Ambaum Boulevard, S.W., Seattle, Washington 98166

SEGMENT FOUR: TITLE IX

* Implications for schools
  - course assignments
  - placement programs
  - in-school activities
* Regional Title IX Coordinators

Guest Speaker:

Rosa Wiener, Coordinator, Policy and Projects Development, Office of Civil Rights, Room 1284, HEW North Building, Independence and 4th Streets, Washington, D.C.

Other Resource:

Joan Duval, Director, Women's Equity Program, Room 3121, 400 Maryland Avenue, (F.O.B. 6), Washington, D.C.

- SIDE TWO -

CASE STUDY ANALYSIS

The following is a checklist relating to the case study presented on Side Two of Tape 4. The checklist has two purposes: 1) to highlight the information presented in the case study section of your tape, and 2) to help you to analyze whether or not elements of the program described could be replicated in your setting. This checklist is for your own use. You may wish to keep it for future reference.

Project Equality
Highline Public Schools
Seattle, Washington

TARGET POPULATION	TARGET POPULATION
___Grades K-12	
NEEDS/PROBLEMS IDENTIFIED	NEEDS/PROBLEMS OF YOUR POPULATION
___Limited student career awareness	
___Stereotyped perceptions of jobs	
APPROACHES TO COMBATING STEREOTYPES	APPROACHES USED IN YOUR SETTING
___Classroom discussions introducing concepts relating to careers and equality (preceeded by filmstrips, classroom speakers, or field trips)	
___Infusion of related concepts into the regular curriculum (e.g., English courses at upper grade levels)	
___Addition of new courses (e.g., women's studies, values clarification, etc.)	
___Isolated skill concept (focusing on one particular skill at a time and using that skill in hands-on work activities.)	
___Traveling media display (one for elementary level, one for high school; includes books, filmstrips, etc.)	
PROGRAM IMPLEMENTATION	PROGRAM IMPLEMENTATION
Materials:	
___All materials are available to any teacher in the district.	
___Ordering system (all materials are listed in an instructional materials catalog and may be borrowed from a central office.)	
ADMINISTRATION	ADMINISTRATION
___Director	
___Information Facilitator	
___Secretary	

PAMPHLETS AND ARTICLES ON SEX ROLE STEREOTYPING

Biased Textbooks: A Research Perspective, by Lenore J. Weitzman and Diane Rizzo, and the Resource Center on Sex Roles in Education, contains two articles, "Images of Males and Females in Elementary School Textbooks in Five Subject Areas", and "What You Can Do About Biased Textbooks". Examines biases in textbooks with respect to age, race and sex, and presents specific action steps which students, teachers, administrators and community groups can use in combating these biases. The National Foundation for the Improvement of Education, 1156 15th Street N.W., Suite 918, Washington, D.C. 20005, 1974. $1.00, 11 pp.

Combating Discrimination in the Schools: Legal Remedies and Guidelines, by the National Education Association, outlines six major anti-discrimination laws and regulations, and offers suggestions for strengthening complaints being filed. Appendices list questions useful in analyzing the degree of sexual and racial discrimination in schools, and anti-discrimination publications and organizations.

Complying With Title IX: The First Twelve Months, by Shirley McCune and Martha Matthews, describes the five basic requirements of the Title IX legislation to be implemented by July, 1976, and provides a sample program plan and a checklist of procedural steps to ensure compliance. The Resource Center on Sex Roles in Education. National Foundation for the Improvement of Education, 1201 16th Street N.W., Washington, D.C. 20036, (Prepublication copy). $1.00, 34pp.

Complying With Title IX: Implementing Institutional Self-Evaluation, by Martha Matthews and Shirley McCune, suggests information, criteria, and procedures for implementing an institutional self-evaluation in: 1) access to general, physical education, and vocational education courses; 2) counseling, 3) treatment of students, 4) student marital and parental status, 5) athletics, and 6) employment. Each section contains an appropriate citation of the regulation, background information, a self-evaluation outline, and self-evaluation action checklists. The Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street N.W., Washington, D.C. 20036. (Prepublication copy). $3.00, 140 pp.

Education for Survival: Final Report, Sex Role-Stereotypes Project, by the National Education Association, documents the activities for the development and implementation of a national working conference on sex role stereotypes in the classroom. The National Education Association, Teachers Rights, 1201 16th Street N.W., Washington, D.C. 20036. July, 1973. 96pp.

"Federal Laws and Regulations Concerning Race and Sex Discrimination in Educational Institutions", prepared by the Resource Center on Sex Roles in Education. Charts six major anti-discrimination laws and describes each in terms of effective date, covered institutions, prohibitions, enforcers, how to make complaints, affirmative action requirements, etc. Also lists contacts for further information on each law. The National Education Association, 1201 16th Street N.W., Washington, D.C. 20036. Chart: NEA Stock No. 385-11700, June, 1973.

"Reducing the 'Miss Muffet' Syndrome: An Annotated Bibliography", by Diane Gersoni Stavn, lists forty publications "which depict women and girls realistically and fairly". List includes picture books for grades K-3, biographies for grades 3 and up, books on literature, the arts, and the women's movement; and fiction works. In The School Library, January, 1972

School Desegregation Guidelines for Local and State Education Associations, by the National Education Association, presents minimum guidelines for school governance, assignment of educational personnel, student rights, and the instructional program. Appendix lists resources available to local leaders involved in desegregation. National Educational Association, 1201 16th Street N.W., Washington, D.C. 20036. February, 1974. 26pp.

"Sex Discrimination in Schools", by Gail T. McLure, discusses the extent to which schools can be held responsible for relegating women to second class status. In Today's Education, Volume 60, No.8 November, 1971. pp. 33-35.

Today's Changing Roles: An Approach to Non-Sexist Teaching, by Educational Challenges, Inc. with the Resource Center on Sex Roles in Education, is a curriculum resource guide which provides materials to identify, explore, and evaluate sex role stereotypes and values. The National Foundation for the Improvement of Education, Suite 918, 1156 15th Street N.W., Washington, D.C. 20005. 1974. $3.00, 108pp.

"What You Can Do Now to Improve the Treatment of Minorities and Women in Your Teaching", an editorial, outlines action plans of the National Education Association for improving instructional materials and suggests steps for teachers to use in this effort. In Today's Education, Volume 62, No. 1, January, 1973. pp. 41-42.

APPENDIX F

MAIL TO: Audio Digest Project
Youth Development Research Program
American Institutes for Research
P. O. Box 1113
Palo Alto, California 94302

Series Tape # 2

AUDIO DIGEST REACTION SURVEY

Name: _____ Date: _____

Position: _____

School District: _____ State: _____

QUALITY AND FORMAT

1. Do you feel you were able to take sufficient time to listen to each side of the tape? (check one item for each side)

Side 1	Side 2	
___	___	Sufficient time to listen to this side
___	___	Insufficient time to listen to this side
___	___	Wasn't able to listen to this side

2. How would you rate the technical quality of each side of the recording? (check one item for each side)

Side 1	Side 2	
___	___	Less than 10% of it was of poor quality (it was easy to understand)
___	___	10-25% of it was of poor quality
___	___	25-50% of it was of poor quality
___	___	Over 50% of it was of poor quality (it was difficult to understand)

3. How was the length of each side for the topic presented? (check one item for each side)

Side 1	Side 2	
___	___	Much too long for the topic
___	___	A little too long
___	___	Just right
___	___	A little too short
___	___	Much too short

4. How was the level of detail for the topic presented on each side of the tape? (check one item for each side)

Side 1	Side 2	
___	___	Far too little detail for the topic
___	___	Not enough detail
___	___	Just right
___	___	A little too much detail
___	___	Far too much detail

5. How was the overall format of each side of the tape? (check one item for each side)

Side 1	Side 2	
___	___	Much too frivolous and light
___	___	A little too frivolous and light
___	___	Just right
___	___	A little too dry and pedantic
___	___	Much too dry and pedantic

6. How useful do you find the audiotape format compared to printed format for presenting each side's information? (check one item for each side)

Side 1	Side 2	
___	___	A lot less useful than printed format
___	___	A little less useful than printed format
___	___	About equally as useful as printed format
___	___	A little more useful than printed format
___	___	A lot more useful than printed format

Have the tapes so far raised any issues or questions to which you would like to hear Career Education experts and practitioners respond? If so, please jot them down for possible use in a future question-and-answer tape:

_____

_____

_____

_____

_____

7. Any additional comments to make on the quality and format of this tape? Any suggestions for future tapes? (If so, please specify.) _____

_____

_____

_____

TAPE CONTENT

8. How familiar was the information on each side of the tape? (check one item for each side)

Side 1	Side 2	
____	____	Over 75% of the material was familiar to me
____	____	50-75% of the material was familiar to me
____	____	25-49% of the material was familiar to me
____	____	Less than 25% of the material was familiar to me

9. How relevant is this information on each side of the tape to your district's career education needs and resources? (check one for each side)

Side 1	Side 2	
____	____	Less than 25% of this side is useful; the material is not relevant to our needs
____	____	25-49% of this side is useful to our needs
____	____	50-75% of this side is useful to our needs
____	____	Over 75% of this side can help us gain the knowledge and motivation we need

10. Any additional comments to make on the content of this tape? Any suggestions for future tapes? (If so, please specify.) _____

_____

_____

_____

_____

_____

TAPE USE AND EFFECT

11. If you have used (or plan to use) the Information and Analysis Sheet that accompanies the cassette, please briefly specify how. _____

_____

_____

_____

_____

_____

12. If the cassette has (or will) influenced knowledge, motivation, or actual program improvements in you district, please specify how. _____

_____

_____

_____

_____

_____

_____

13. Who else do you plan to have listen to this cassette? (Please indicate the number of people and their positions.)

_____

_____

_____

_____

_____

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963. October 1975.

19 February 1976

APPENDIX G - IN-DEPTH FOLLOW-UP TELEPHONE INTERVIEW FORM

PERFORMANCE RECORD FOR AUDIO DIGEST USERS

(for telephone interviews with participants from a sample of nine districts)

Interviewer

_____

Series Tapes # ___ and ___

A. Interviewee Information *(to be recorded before the first phone call)*

Interviewee Name: _____ Date: _____

Position: _____

School District: _____ State: _____

B. Checklist for Introductory Comments

(1) _____ Introduce yourself *(name, title, and AIR affiliation)*

(2) _____ Explain the project for which you are calling

(3) _____ Indicate that by this time s/he should have received the tapes you have noted in the right-hand box above. *(You probably will have to give tape titles as well as numbers.)*

(4) _____ Summarize the purpose of this call by saying something like:

> The evaluation part of the Audio Digest system is trying to do two things. First, we are collecting information that can help shape the content and format of subsequent tapes. For this purpose, a "Reaction Survey" is enclosed with each of the two tapes sent to each district.
>
> Second, we want to determine if the tapes are having any impact on students and staff in these districts. For this reason, we are making follow-up telephone calls to the person receiving the tapes in a small sample of school districts. For each set of the tapes, 9 districts are being randomly selected out of the total of 106. Your district was identified for this set.

C. Interview Questions and Responses

1. Have you received both tapes?

___ yes *(go on to Question 2)*

___ no *(continue as follows before going to Question 2:)*

Which one(s) haven't you received? _____

Do you know any reason why you haven't received it/them?

_____

2. Have you listened to all of both tapes?

___ yes *(go on to Question 3)*

___ no *(continue as follows:)*

(a) For which one(s) haven't you completed your review? _____

(b) What things have delayed your review and could we have helped you resolve any of them? _____

_____

_____

(c) When would be a convenient time to call you for a 15-minute evaluation interview after you've completed your review?

Time: _____ Date: _____ Telephone #: _____

(When the next interview is conducted, verify the accuracy of the interviewee information on page 1 and begin with Question 4 below.)

3. Do you have about 10 minutes to participate in this evaluation interview right now?

(If s/he responds affirmatively, verify the accuracy of the interviewee information on page 1 and begin with Question 4 below.)

(If s/he says this time is inconvenient, request an alternate time and record the pertinent information here:)

Time: _____ Date: _____ Telephone #: _____

(When the next interview is conducted, verify the accuracy of the interviewee information on page 1 and begin with Question 4 below.)

4. Since you reviewed the tapes in this set, have you personally experienced any improvements or participated in improving programs in your district (or at your school) that you believe are direct results of what you heard on those tapes? These could include personal knowledge increases, attitude changes, and plans for future activities or improvements.

___ yes *(continue below)*

___ no *(go on to Question 5)*

(a) Please describe what you feel was the most valuable result.

(i) What happened? [*Interviewer: Try to get as much background detail -- Who? When? Where? etc. -- as we would request in using the critical incident technique.*]

_____

_____

_____

_____

(ii) Why were the tapes and this result valuable? _____

_____

_____

_____

(iii) If other people were involved in these events, what is the name and contact information of one person whom it would be appropriate for us to talk to? *(Interviewer: Explain that we'd like this information in case we do an audit trail on multiple effects of these tapes.)*

Name: _____

Position: _____

Address: _____

_____

Phone (if easily available): _____

(iv) Were one or more printed products produced?

___ yes *(Interviewer: Ask if such document(s) can be sent to you and volunteer to reimburse all production and mailing costs. Describe product(s) below:)*

_____

_____

_____

___ no *(continue with (b) below)*

(b) If there was a "second most valuable effect," please describe it. *(Interviewer: If none, go on to Question 6)*

(i) What happened? _____

_____

_____

_____

(ii) Why were the tapes and this result valuable? _____

_____

_____

_____

(iii) If one or more persons were involved in this event, what is the name and contact information of one such person whom we could talk to?

Name: _____

Position: _____

Address: _____

_____

Phone: _____

(iv) Were one or more printed products produced?

___ yes *(once again, request and describe:)* _____

_____

_____

___ no *(continue with (c) below)*

(c) If there was a "third most valuable effect," please describe it. *(Interviewer: If none, go on to Question 6)*

(i) What happened? _____

_____

_____

_____

(ii) Why were the tapes and this result valuable? _____

_____

_____

_____

(iii) If one or more persons were involved in this event, what is the name and contact information of one such person whom we could talk to?

Name: _____

Position: _____

Address: _____

_____

Phone: _____

(iv) Were one or more printed products produced?

___ yes *(request and describe)* _____

_____

_____

__ no *(continue with (d) below)*

(d) If there were any other positive effects, please briefly summarize them. These could include effects on staff and/or students; how the tapes influenced decision makers at different levels of responsiblity; actual decisions made as a result of the tapes, how the tapes fitted in with other information sources.

(i) _____

(ii) _____

(iii) _____

[*Interviewer: Use additional sheets if necessary. Reference them to this question number.*]

5. For what reasons haven't the tapes produced any positive effects in your educational setting? _____

_____

_____

_____

_____

6. During that same time period, did the tapes produce results that were not positive?

___ yes *(continue below)*

___ no *(go on to Question 7)*

(a) Please describe each negative (or neutral) result. Let's take the one that stands out most in your mind.

(i) What happened? _____

_____

_____

_____

(ii) Why do you see these results as not valuable? _____

_____

_____

_____

_____

(b) If there was a second negative (or neutral) result, please describe it.

(i) What happened? _____

_____

_____

_____

(ii) Why was it ineffective? _____

_____

_____

_____

(c) Was there a third? If so, please summarize it.

(i) What happened? _____

_____

_____

_____

(ii) Why was it ineffective? _____

_____

_____

_____

(d) If there were any other negative (or neutral) effects, please briefly summarize them.

(i) _____

(ii) _____

(iii) _____

[*Interviewer:* *Use additional sheets if necessary. Once again, reference them carefully to this question number.*]

7. From the standpoint of interest and entertainment value, we'd like to find our what things you like and don't like about these tapes.

First, can you think of any aspects of the tapes that make them *pleasant* to listen to?

_____
_____
_____
_____
_____

(b) Can you think of any aspects of the tapes that make them *unpleasant* to listen to?

_____
_____
_____
_____
_____

8. Thank you for participating in this project and this interview. Are there any final comments or suggestions you care to make?